Student Identificati		200081X243	SSID 7	565106622		Eligible (AUT
Student AZAR				_	Date of Birth:	01-JAN-2010
Last		First	MI Section A: Me	eting Information		
	Perti	ient Dates		012101	Type of Meeting	
Date of Initial IEP Tean	n Meeting	01-FEB-2017	7	O Initial	A m m	demonst of IED datad
Date of Present Meeting	-	02-APR-201	9	Initial	10-OCT	ndment of IEP dated
Annual Review to be co	nducted by	10-OCT-2019	9	Annual Review		Start Transition
Next Three Year Review	v will be	10-OCT-202	1	Three Year Review		lsion Analysis
onducted by Three Year Review or E vas conducted on	valuation	10-OCT-2013	8	Other		idual Transition Plan
Fransition to Kindergart conducted by	ten to be					
location of Meeting	1	Vestle Ave Char	ter	District Name	Los Angeles Unifie	d School Dist
			Section B: Stu	ident Information		
Date of Birth	01-JAN-20		Age	9	Grade	3
Gender	• Male	Female	Limited English Proficient Student	○ Yes ● No	Ethnic Code	White
Location of the Psych Folder		UNIT NOR	Student has no Psych Folder			
location of the Cum Folder		VE CHART	Student has no Cum Folder			
Iome Language	English		Student Language	English	Alternate Mode of Communication	
Iome Address of Student	5150 YAR	MOUTH AV 3	02			
City	ENCINO	CA	ZIP Code	91316		
Iome Telephone	(310) 993-	7944	Daytime Telephone		Emergency Telephone	
School of Attendance	Nestle Ave	Charter	Location Code	5452		
chool of Residence	Nestle Ave	Charter	Location Code	5452		
Vame of Parent/Guardian	Zurnamer,	Shereen	Telephone	310-993-7944		
Address	5150 Yarm	outh Avenue 30	2, Encino, CA 91316			
City	Encino	CA	ZIP Code	91316		
Surogate Parent			Telephone			
Attends CURRENT SC	CHOOL as a	result of one	Attends School of Resid	ence v	Nestle Ave Charter	
s the student living in a Home (FFH)?	Family Fost	er 🖲 N	o O Yes	FFH#		
s FFH Provider related	to student?	\bigcirc N	$_{\rm o}$ \bigcirc Yes	Relationship		
licensed Children's Ins	titution	\bigcirc N	o O Yes	LCI Name		
				LCI#		
Out of the home placem	ent made by	-	egional Center	Other	Health O Depar	tment of Children's Services
Child's family living wi boundaries?	thin LAUSD'		iperior Court o 🖲 Yes	Other		

		District				Data of Di-th 01 LAN 2010	Mastin = D-4- 00 ADD 2010
Student	AZAR Last	First		MI		Date of Birth 01-JAN-2010	Meeting Date 02-APR-2019
	2	1 100			on C: Lang	uage Acquisition	
anguage C	lassification:					Start Date:	
arent Waiv	ver:		O Ye	s 🔘 No		Reclassification Date:	
lementary evelopmer	English Language					Start Date:	
	English Language nt Level:					Start Date:	
	tion Observation N	Matrix				Start Date:	
				Section D:	Goal Achie	evement from Current IEP	
G 16 (>			ieved		
Goal for: (1	example - Reading Reading	<u>g</u>)		Yes	No	If No, explain the reason the goal/o	ojecuve was not achieved
-	Objective 1 m	at		0	0		
				0	0		
2	Objective 2 m)	0	0		
2	Written Langu			0	0		
	Objective 1 m			0	0		
~	Objective 2 m	et		\bigcirc	\bigcirc		
3	Mathematics			0	\bigcirc		
	Objective 1 m			\bigcirc	\bigcirc		
	Objective 2 m	et		\bigcirc	\bigcirc		
4	Pre-Vocationa	1		\bigcirc	\bigcirc		
	Objective 1 m	et		\bigcirc	\bigcirc		
	Objective 2 m	et		\bigcirc	\bigcirc		
5				\bigcirc	\bigcirc		
	Objective 1 m	et		\bigcirc	\bigcirc		
	Objective 2 m	et		0	\bigcirc		
6				0	\bigcirc		
	Objective 1 m	et		0	0		
	Objective 2 m			0	0		
7				0	0		
	Objective 1 m	et		0	0		
	Objective 2 m			0	0		
8	s sjeen ve 2 m						
~	Objective 1 m	et		0	0		
				0	0		
9	Objective 2 m	ιcι)	0	0		
y				0	0		
	Objective 1 m			\bigcirc	\bigcirc		
	Objective 2 m	let		\bigcirc	\bigcirc		
10				\bigcirc	\bigcirc		
	Objective 1 m	et		\bigcirc	\bigcirc		
	Objective 2 m	et		\bigcirc	\bigcirc		

Student	Unified Scho	ol District		INDIVIDUAL	IZED EDUCATION	PROGRAM (IEP)			je 3
		LIEL			Date	of Birth 01-JAN-2010	Meeting Date	02-APR-2019	
	Last	Fir	st	MI	E: Present Level of	Daufaumanaa			
erformance A	rea:		Health	Section	2. Fresent Level of	reriormance			
	onitoring Proce	ess Used:	_	w with mother					
	Assessment Res								
			erv (includ	le student strength	s student needs and i	mpact of disability on student r	verformance):		
There were s Student has Strengths: G for both mot or known he Area of Nee Impact Of D in the educa Accommoda Per optometr Recommend 1.No change 2. Use a line 3. Extended 4. If testing 5. If necessa	no prenatal, bir some seasonal ieneral good he tor and speech; of serious illness eath problems. d: Health is no Disability: Heal- tional program ations: None. ist report dated lations- e to current Prise marker to help computer use l is performed el	th, or newb allergies. alth; norma passed visi is,, surgery, Physical ex t an area of th does not 103/20/19 sm eyeglass p keep place limited to a lectronically ite on every	orn compl l growth a on screeni con sorient am done of need. impact the es, continu e more easi maximum y and an el- o ther line	ications. and development; ing on 08/21/18 ar lization; no daily on 04/16/18. e student's particip ue to wear for all o ily when reading. o of 20 minutes be lectronic scantron e instead of every	ation, performance, a classroom tasks and al fore taking a break. sheet is used, double :	rmal limits n 04/16/18.	-	biased.	
rformance A sessment/M	onitoring Proce Assessment Res	sults:	ary (includ	le student strength	s, student needs and i	mpact of disability on student r	performance):		
	mance/Assessn			e student strengt	s, statent needs and r	inpuet of disubility on student p			
	mance/Assessn	nem Summa							
	mance/Assessn	nent Summa							
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Student AZAR	LIEL]]	Date of Birth 01-JA	N-2010	Meeting Date	02-APR-2019
Last	Firs	st	MI		l of Performance		U	
erformance Area:		Reading	Section	L: Fresent Leve	a of remormance			
ssessment/Monitoring Pro	cess Used:		cher survey, obse	ervation				
ate/District Assessment Re			,,					
arrent Performance/Assess		rv (include	e student strengtl	ns. student needs a	and impact of disabilit	v on student perfor	mance):	
Strengths: Liel has shown s		•				, 1	,	rood
expressive comments relev expressive comments relev Needs: Reading measured of the average individual at vord reading and passage (evel reading tasks. Liel's o ow range (percentile rank extremely limited (RPI of (peed, and comprehension kills standard score is in the and structural analysis skill lecoding skills. Liel strugg Impact of Disability:Liel's he general education readi	ant to the disc Liel's reading age 5-11. He comprehensio verall reading of 0.1; standa 0/90); she will of written tex he very low ra s in reading a les to decode eligibility of	cussion if g g decoding er reading s g abilities g ability is urd score of l probably tt. Liel's ba ange (perce are extreme multi-syll Autism aff	given time to pro- skills and her at standard score is are extremely lin comparable to th 55). Her sight v find it virtually is sic reading skills entile rank of <0. Ply limited (RPI abic grade level	cess the informati bility to comprehen- in the very low ra- nited (RPI of 0/90 hat of the average vord reading, sent- impossible to succ s are comparable to .1; standard score of 0/90). She strug- words.	on. nd text while reading. nge (percentile rank of)); she will probably fi individual at age 5-7. ence reading fluency, eed on age-level tasks o those of the average of 53). Her sight word ggles to succeed on ag	Liel's reading abili of <0.1; standard se ind it virtually imp Her reading standa and passage compr s requiring word id individual at age 5 I reading ability an e-level tasks requir	ity is comparable ore of 49). Her si ossible to succeed rd score is in the rehension abilities entification, readi 5-9. Her basic rea d skill in applying ing accurate wor	to that ght l on age- very s are ing ding g phonic d
rformance Area:		Written L	anguage					
ssessment/Monitoring Pro	cess Used:		cher survey, obse	ervation				
ate/District Assessment Re			27					
urrent Performance/Assess	ment Summa	ry (include	e student strengtl	ns, student needs a	and impact of disabilit	y on student perfor	mance):	
trengths: Liel will copy fr		•	0	,		· 1	,	
Needs: Written Language : comparable to that of the ar core of 58). Her spelling a t virtually impossible to su ge 6-0. Her written langua entences are extremely lin vord responses, fluency of ndividual at age 5-11. Her written sentences and fluen effective and fluent produc evel task.	verage individ bility and qua acceed on age ge standard s hited (RPI of production, a written expre- cy in writing tion of written s eligibility of	dual at age ality of exp -level writi core is in t 3/90); she and quality ession stand sentences n sentences f Autism af	5-11. Her writte pression in writte ing tasks. Liel's of he very low rang will probably fir of written expre- dard score is in t are extremely lin s. Liel has yet to fects her ability	n language standa n sentence constru- overall written lan ge. Her spelling ab d it virtually impre- ssion. Liel's writte he very low range nited (RPI of 3/90 show the ability to	rd score is in the very action are extremely 1 guage ability is comp bility, quality of writte sssible to succeed on a en expression ability i (percentile rank of 0.)). She struggles to suc o write multiple sente	low range (percent imited (RPI of 1/90 arable to that of the n sentences, and fli age-level tasks requ s comparable to tha 1; standard score o cceed on age-level nce work that is ap	tile rank of 0.3; s b); she will probab e average individu uency in writing hiring spelling of at of the average f 55). Her quality tasks requiring th propriate to the g	tandard bly find al at single- of le rade

Student	es Unified Scho	LIEL						г	Date of I	Birth 6	01-14	J-2010		Meetin	o Nato	02-APF	-2010
Studellt	Last	Firs	it .		MI							-2010	J	meeun	5 Date	02-AF	-2019
					Sectio	on E:	: Prese	nt Level	l of Per	rforma	nce						
Performance	e Area:		Mathem	atics											J		
Assessment/	Monitoring Proce	ess Used:	WJ4, tea	acher	survey, o	bserv	vation								J		
state/Distric	t Assessment Res	sults:													J		
Current Perf	ormance/Assessn	nent Summa	ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of dis	sability	on stude	nt perfor	mance):			_
Strengths: V	When working or	ne-on-one Li	el has sho	own th	e ability	to so	olve grac	de level c	computa	ation.							
individual a ability to so math tasks. low range (are very lin automaticity calculation basic math	athematics is a me at age 6-4. Her m olve practical pro- Liel's overall ma percentile rank o nited (RPI of 6/90 y, and reasoning. skills standard so facts are very lim luency with basic place.	athematics s blems in mat athematics ab f 2; standard 0); she will p Liel's mathe core is in the hited (RPI of	tandard se hematics pility is co score of robably f ematics ca very low (4/90); sh	core is are vo ompar 68). H ind it alculat range will	s in the v ery limite able to the ler calcul extremel ion skills (percent probably	ery lo ed (R hat of latior ly dif s are tile ra y find	ow rang PI of 5// f the ave n skills, ficult to compara ank of 1 d it extre	e (percer 90); she rage indi math fac succeed able to th ; standar emely dif	ntile ranl will prob ividual a ets fluence on age- nose of t rd score of fficult to	k of 1; s bably fi at age 6- cy, and -level ta the aver of 67). 1	standar ind it ez -5. Her ability sks req rage ind Her con ed on ag	d score of ktremely of mathema to solve p uiring pro lividual at mputation ge-level ta	f 66). He difficult atics stan practical oblem so t age 6-5 nal skills asks requ	r calculati to succeed dard score problems lving, nur . Her math and autor iring com	on skill d on age e is in th in math nber fac hematic naticity putation	s and e-level ne very ematics cility, s with nal	
	Disability :Liel's the general educ					ity to	o round g	grade lev	el math	probler	ns. Thi	s impacts	her abili	ity to prog	gress and	d be	
erformance	e Area:)		
ssessment/	Monitoring Proce	ess Used:)		
tata/Distria															J		
tate/Distric	t Assessment Res	sults:]		
	t Assessment Res formance/Assessn		ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of dis	sability	on stude	nt perfor	mance):)		
			ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of dis	sability	on stude	nt perfor	mance):)		
			ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of dis	sability	on stude	nt perfor	mance):			
			ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of dis	sability	on stude	nt perfor	mance):			
			ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of di	sability	on stude	nt perfor	mance):			
			ry (includ	le stud	lent stren	ngths,	, student	t needs a	nd impa	act of dis	sability	r on stude	nt perfor	mance):			
			ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of di	sability	' on stude	nt perfor	mance):			
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			ry (includ	le stuc	lent stren	ngths,	, student	t needs at	nd impa	act of di	sability	' on stude	nt perfor	mance):			
			ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of dis	sability	r on stude	nt perfor	mance):			
			ry (includ	le stuc	lent stren	ngths,	, student	t needs at	nd impa	act of dis	sability	' on stude	nt perfor	mance):			
			ry (includ	le stuc	lent stren	ngths,	, student	t needs a	nd impa	act of di	sability	' on stude	nt perfor	mance):			
			ry (includ	le stud	lent stren	ngths,	, student	t needs at	nd impa	act of dis	sability	r on stude	nt perfor	mance):			

Student AZAR LIEL Date of Birth 01-JAN-2010 Meeting Date 02-A Last First MI Section E: Present Level of Performance Performance Area: Cognition/Psychological Processing Assessment/Monitoring Process Used: Psycho-educational assessment which may include alternative means State/District Assessment Results:
Performance Area: Cognition/Psychological Processing Assessment/Monitoring Process Used: Psycho-educational assessment which may include alternative means State/District Assessment Results:
Assessment/Monitoring Process Used: Psycho-educational assessment which may include alternative means State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Strength Areas of strength were noted in attention processing. Areas of significant difficulties were noted on the planning scale a process which Liel selects strategies she will use to solve a particular problem. Areas of strength were noted in attention processing. Areas of significant difficulties were noted on the planning scale a process which Liel selects strategies she will use to solve a particular problem. Areas of strength were noted in attention processing. Areas of significant difficulties were noted on the planning scale a process which Liel selects strategies she will u to solve a particular problem. Planning helps a student to create a plan of action, apply the plan, verify that an action taken conforms to the original goal, and modify the plan as needed. On the simultaneous scale a mental activity by which Liel combines interrelated things into groups or sees how parts are related as a whole. It is the process by which she relates parts into a comprehensive whole, to see how things fit together, understand the relationship among words, pictures, ori deas, work with spatial relationships, see several things or integrate words into a larger idea. Successive processing involves remembering information in order as well as the formation of sounds and movements in order. Overall her auditory processing, visual motor integration skills, and visual processing skills are in the low average range. Performance Area: CONTINUED Assessment Xemmary (include student strengths, student needs and impact of disability on student performance): Impact of Disability: Liel is currently demonstrating autistic like behaviors that may impede her ability to access her general education program without special educatior supports: New information and d
tate/District Assessment Results:
Areas of Strength: Areas of Strength: Areas of strength were noted in attention processing. Areas of significant difficulties were noted on the planning scale a process which Liel selects strategies she will use to solve a particular problem. Areas of strength were noted in attention processing. Areas of significant difficulties were noted on the planning scale a process which Liel selects strategies she will use to solve a particular problem. Areas of strength were noted in attention processing. Areas of significant difficulties were noted on the planning scale a process which Liel selects strategies she will use to solve a particular problem. Planning helps a student to create a plan of action, apply the plan, verify that an action taken conforms to the original goal, and modify the plan as needed. On the simultaneous scale a mental activity by which Liel combines interrelated things into groups or sees how parts are related as a whole. It is the process by which she relates parts into a comprehensive whole, to see how things fit together, understand the relationship among words, pictures, or ideas, work with spatial relationships, see several things or integrate words into a larger idea. Successive processing involves remembering information in order as well as the formation of sounds and movements in order. Overall her auditory processing, visual motor integration skills, and visual processing skills are in the low average range. erformance Area: CONTINUED Liel is currently demonstrating autistic like behaviors that may impede her ability to access her general education program without special educatior supports: New information and directions need to be presented visually or with visual cues whenever possible. For example, charts, maps, and pictures of the directions or information would prove very helpful. The use of flashcards versus verbal repetitions is also recommended. modification techniques car be used to increase attention skills as well as task completed each day, and/or what needs to be complet
Areas of Strength: Areas of strength were noted in attention processing. Areas of significant difficulties were noted on the planning scale a process which Liel selects strategies she will use to solve a particular problem. Areas of need: rrent psycho-educational assessments would suggest Liel is currently performing in the low to below average range of cognition. Areas of strength were noted in attention processing. Areas of significant difficulties were noted on the planning scale a process which Liel selects strategies she will us to solve a particular problem. Planning helps a student to create a plan of action, apply the plan, verify that an action taken conforms to the original goal, and modify the plan as needed. On the simultaneous scale a mental activity by which Liel combines interrelated things into groups or sees how parts are related as a whole. It is the process by which she relates parts into a comprehensive whole, to see how things fit together, understand the relationship among words, pictures, or ideas, work with spatial relationships, see several things or integrate words into a larger idea. Successive processing involves remembering information in order as well as the formation of sounds and movements in order. Overall her auditory processing, visual motor integration skills, and visual processing skills are in the low average range. erformance Area: CONTINUED Liel is current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact of Disability: Liel is currently demonstrating autistic like behaviors that may impede her ability to access her general education program without special educatior supports: New information and directions need to be presented visually or with visual cues whenever possible. For example, charts, maps, and pictures of the directions or information would prove very helpful. The use of flashcards versus verbal repetitions is also recommended.modification techniques car be used
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Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact of Disability: Liel is currently demonstrating autistic like behaviors that may impede her ability to access her general education program without special education supports: Supports: New information and directions need to be presented visually or with visual cues whenever possible. For example, charts, maps, and pictures of the directions or information would prove very helpful. The use of flashcards versus verbal repetitions is also recommended.modification techniques car be used to increase attention skills as well as task completion. Work periods need to be short with frequent breaks and verbal recognition of the time spent on task. Teaching the student to break tasks into small, consecutive steps and to verbalize each step to herself may be helpful. Liel's teachers might consider using a checklist to help her remember what she has completed each day, and/or what needs to be completed. Liel's teachers might
State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact of Disability: Liel is currently demonstrating autistic like behaviors that may impede her ability to access her general education program without special education supports. Supports: New information and directions need to be presented visually or with visual cues whenever possible. For example, charts, maps, and pictures of the directions or information would prove very helpful. The use of flashcards versus verbal repetitions is also recommended.modification techniques car be used to increase attention skills as well as task completion. Work periods need to be short with frequent breaks and verbal recognition of the time spent on task. Teaching the student to break tasks into small, consecutive steps and to verbalize each step to herself may be helpful. Liel's teachers might consider using a checklist to help her remember what she has completed each day, and/or what needs to be completed. Liel's teachers might
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consider maintaining eye contact and/or create a secret signal to help her stay focused and get back on track. Liel's teachers might consider seating he close to the source of instruction, away from distractions. Liel's teachers might consider reducing visual distractions by isolating the information that presented to her (e.g., cover other information on the page; expose only a portion of a picture at a time, etc.)

Los Angeles Unified School District			INDIVIDUA	ALIZED EDUG	CATION PROG	RAM (IEP)		Page 7 of	
Student AZAR	LIEL				Date of Birt	h 01-JAN-2010	Meeting Date 02-AP	R-2019	
Last	Fir	st	MI		level of Perfor				
Performance Area:		Languag		I E: Fresent I	level of reffor	mance			
Assessment/Monitoring Process	Used:		, 	nd Parent Repor	t. TOPS. Woode	ock Johnson Test of C	Dral Lang		
State/District Assessment Results			tion, reacher a	na i arent reepor	i, 1015, 11000				
Current Performance/Assessment		ry (includ	e student streng	oths student nee	eds and impact of	f disability on student	performance):		
Areas of Strength:	. Summa	iry (menue	e student streng	suis, student net	tus una impact o	I disability of student	performance).		
When she is comfortable, Lieil ability to predict events.	iis able t	to engage	in reciprocal co	onversation for a	a few minutes at	a time. Liel demonstra	ated a relative strength in her		
Areas of Need: In the area of language she dem in the classroom. On a language Elementary Test of Problem Sol demonstrated significant difficu problem solving and determinin	based c ving wh lties in h	ritical thir ich is a la ier ability	iking measure I nguage based ci	Liel demonstrate	ed scattered score measure Liel's ov	es from well below av verall score was in the	rerage to average scores. On the below average range. She		
Performance Area:		LANGU	AGE CONTIN	IUED					
Assessment/Monitoring Process	Used:								
State/District Assessment Results	s:								
Current Performance/Assessment	t Summa	ry (includ	e student streng	gths, student nee	eds and impact of	f disability on student	performance):		
Supports: New information and directions directions or information would used to increase attention skills on task. Teaching the student to consider using a checklist to hel maintaining eye contact and/or of the source of instruction, away f presented to her (e.g., cover other	prove v as well a break ta p her ren create a s from dist	ery ĥelpfu as task cor sks into si nember w secret sigr tractions.]	I. The use of fla npletion. Work nall, consecutiv hat she has con al to help her st Liel's teachers n	ashcards versus periods need to ve steps and to v npleted each day tay focused and night consider r	verbal repetition be short with fre verbalize each ste y, and/or what ne get back on trac educing visual d	is also recommende equent breaks and vert ep to herself may be h eeds to be completed. k. Liel's teachers migl istractions by isolating	d. Additional techniques can b bal recognition of the time spen elpful. Liel's teachers might Liel's teachers might consider ht consider seating her close to		
presented to her (e.g., cover othe	er inform	nation on '	ihe page; expos	e only a portion	of a picture at a	time, etc.)			

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teacher who rated the teacher form on the BASC-3, the teacher rated the areas of Anxiety, Depression, Withdrawal and Social Skills in the At-Risk range, which may or may not indicate a problem in these areas. The teacher rated the area of Atypicality, Somatization, Attention Problems; Learning Problems; Adaptability, Leadership, Study Skills and Functional Communication in the Clinically Significant range. Based on Liel who rated the Self-report form on the BASC-3, Liel rated the area of Anxiety, in the At-Risk range, which may or may not indicate a problem in these areas. Liel rated the following areas of Attitude to School, Locus of Control, Social Stress, Depression, Sense of Inadequacy, and Interpersonal Relationships in the Clinically Significant range.
The Autism Spectrum Rating Scale was completed by parent, and teacher to assess for characteristics of Autism. Results of parent indicated Elevated scores in the area of Behavioral Rigidity. Slightly Elevated scores were noted in the areas of Sensory Sensitivity and Unusual Behaviors. Parent rated Average scores in the areas of Social/Communication, Self-Regulation, Peer Socialization, Adult Socialization, Social/Emotional Reciprocity, Atypical Language, Stereotypy, and Attention. Results of the teacher's rating scales indicate Very Elevated scores in all areas of Social/Communication, Peer

Student AZAR LIEL Date of Birth 01-JAN-2010 Meeting Date 02-APR-2019 Last First MI Section E: Present Level of Performance erformance Area: Social Emotional CONTINUED Section E: Present Level of Performance erformance Area: Social Emotional CONTINUED Section E: Present Level of Performance exsessment/Monitoring Process Used: Image: Control of Contereating secont of Control of Contereating control of C		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Pag
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Student AZ	nified School E	District	INDIVIDUA	ALIZED EDUCATION PROGRA	am (IEP)	
Student Az	ZAR	LIEL		Date of Birth	01-JAN-2010	Meeting Date 02-APR-2019
	Last	First	MI	Section F: Eligibility		
f applicable, are	as discussed rela	ted to disability	or suspected disa			
				oserved by teachers and mother (wh		
				ted by her inability to initiate and e ocial skills needed to establish and n		ggles to engage in reciprocal
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⁷ or Initial IEP, in	nterventions atten	npted prior to de	etermining eligibi	ility:)
ligible as a stud	lent with the disa	bility of:				
	UT	Autisr	n			
۲	Not Applicable,	\bigcirc_{Blin}	d or	OPartially Sighted		
Additional Low I	Incidence Eligibi	lity (only for V	I, DBL, DEA, HO	OH, or severe OI):		
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Does not mee	et eligibility crite	ria for Special F	ducation Service	es (Initial IEP).		
r	et englennty ente	na ior speerar r		s (minum 111).		
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-	ligible for Specia		vices (Review IE	P).		
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No Longer El Date): This is a Fina Final IEP Reasor	ligible (Effective al IEP, the student n:	t remains eligibl	le for Special Edu	ucation Services until the Effective Final IEP Effec	tive Date:	
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Student		LIEL		Date of Birth 01-JAN-2010	Meeting Date 02-APR-2019
	Last	First	MI Section G: Annual C	Goals and Objectives	
erformance	Area:	W	ritten Language	Annual Goal #: 2	
Liel will pro	duce clear and	coherent writing of 4 or	more sentences in which the org	anization is appropriate to the task, purpo	se, and/or audience as
		in 3 out of 4 trials with '			
		be reported to parents l Report or Report Card J		of Progress and Achievement from Curro	ent IEP" form(s) which will be
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Student	AZAR	100l District		Date of Birth	01-IAN-2010	Meeting Date 02-APR-2019
	Last	First	MI	Date of Dirth	01-JAN-2010	Meeting Date 02-APR-2019
			Section G: Annual G	oals and Objec	tives	
erformance	Area:	Mathe	matics	Annual Goa	ıl #:	3
amples in 4	l out of 5 trials v	with 70% accuracy				
		be reported to parents by co Report or Report Card perio		f Progress and Ac	hievement from Cur	rrent IEP" form(s) which will be
_		_	Methods of l	Evaluation		_
State As Observa	ssessments ation	Norm Departfol	Referenced	CriterionWork San	Referenced ples	Curriculum Based
n 4 out of 5 Date to be ac	5 trials with 70%	February V 2018	▼ MO/YR	4 out of 5 trial Date to be achi	eved: June	▼ 2018 ▼ MO/N
		IEP REPOR	Г OF PROGRESS AND A	CHIEVEMENT	FROM CURRENT	ГІЕР
			EXPLANATIO	ON OF MARKS		
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	ing Period	met) 2nd Reporting Period	3rd Reporting Period	4th Reporting	Period (Secondary	Goal Achievement
Date:	ing i ci iou	Date:	Date:	Only)	i chica (Secondary	Gour remercinent
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		lool District		Date of Birth 01-JAN-2010	Meeting Date 02-APR-2019
Student	AZAR Last	First	MI	Date of Birth 01-JAN-2010	wieeting Date 02-APK-2019
				nnual Goals and Objectives	
erformance	Area:	(Social Skills	Annual Goal #: 4	
-		red over a 2 week perio		te manner through maintaining personal space and	respect voice for all average
		be reported to parent Report or Report Car		Report of Progress and Achievement from Curre	nt IEP" form(s) which will be
_		_	Met	hods of Evaluation	
State As Observa Other	ssessments		Norm Referenced Portfolio	Criterion Referenced Work Samples	Curriculum Based
During unst manner thro	ructured play t ugh maintainir		t with peers in an appropries respect voice for an avera 1.		will interact with peers in an appropriate space and respect voice for an average
ate to be ac	hieved:	•		Date to be achieved.	
ate to be ac	hieved:		EPORT OF PROGRESS	S AND ACHIEVEMENT FROM CURRENT I	
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			IND	IVIDIJALIZ	ZED EDUCATION PROGRA	AM (TEP)	Page 15 of 2
	es Unified Scl						
Student	AZAR Last	LIEL First		MI	Date of Birth	01-JAN-2010	Meeting Date 02-APR-2019
	Last				on in State and District-wi	ide Assessments	
Assessments ad	ministered will	l conform to those a	ssessments	determined f	or each grade by the Californi	a Department of Edu	cation and/or the Los Angeles Unified Schoo
					District.		
L							

		INDIVIDUALIZ	ED EDUCATION PROGRAM (IEP)	Page 16 of 23
Los Angeles Unified Sch				
Student AZAR	LIEL		Date of Birth 01-JAN-2010	Meeting Date 02-APR-2019
Last	First	MI Section N: Proceduu	ral Safeguards and Follow-up Actions	
A Parent's Cuide to Sp	aial Education Sc		dural Rights & Safeguards was provided to the	parant in hig/har primary language
			he beginning of the IEP Team meeting.	parent in morner primary ranguage.
The parent/guardian was				
		-		
Is the parent/guardian reques	sting translation ser	vices? 💿 Yes	O No	
If yes, the parent/guardia	-		EP in Hebrew	
Specify the Individual Pa	ges to be translated	1:		
Special Requests:				
For students who are 17	years old, the stude	ent and parent(s)/guardia	n(s) have been informed that the educational dec	ision-making rights will transfer to the student
at 18 years of age, unless	s the court has dete	rmined otherwise.		
		THIS SPACE D	DELIBERATELY LEFT BLANK.	

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student AZAR LIEL Date of Birth 01-JAN-2010 Meeting Date 02-APR-2019 Last First MI Meeting Date 02-APR-2019 Parent Participation and Consent Parent Participation Method Mhom When	/9/2019	Individua	lized Education Program (IEP	?)	
Section Q: Parent Participation and Consent Parent Student (18-21) has participated in the IPP meding. Parent/Student (18-21) has participated in the meeting time and place. Parent/Student (18-21) data before the meeting time and place. Parent/Student (18-21) data out sequends as any of the meeting nonfinations and the meeting was had whost the Parent/Student (18-21) may agest to all or some of the components of the Proposed IEP A Parent/Student (18-21) may agest to all or some of the components of a proposed IEP A Parent/Student (18-21) AGREEs to all components of the Proposed IEP A Parent/Student (18-21) AGREEs to all components of the EVEND(S) stated below: Parent/Student (18-21) AGREEs to all components of the proposed IEP A Parent/Student (18-21) AGREEs to all components of the proposed IEP A Parent/Student (18-21) AGREEs to all components of the proposed IEP A Parent/Student (18-21) AGREEs to all components of the proposed IEP A Parent/Student (18-21) AGREEs to all components of the proposed IEP A Parent/Student (18-21) AGREEs to all components of the proposed IEP A Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP to which the parent does not agree. Figure proposed IEP to which the parent does not agree. Figure so as to not delay providing instruction and services. A Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP to which the parent does not agree. Figure so as to not delay to some of the proposed IEP to which the parent does not agree. Figure so as the District spublication. A Parent'S Gudate to Services (factuating Procedured Rgb and Safggaurit). Parent Concerns and Comments Signature(s) Signatur		INDIVIDUALIZED EDU		10 Meeting D	Page 17 of ate 02-APR-2019
Parent Student (18-21) has participated in the IEP meeting Provent Student (18-21) nalicated before the meeting wild not be the react of the intervent of the provided in the IEP meeting in the yworld not be the react of the intervent of the provided in the intervent of the provided intervent of the provent of the provided inter	Last First				
Parent/Student (18-21) has participated in the IEP meeting: Parent/Student (18-21) indicated before the meeting that they would not be between the second of			rticipation and Consent		
Parent/Student (18-21) has participated in the LEP meeting: Parent/Student (18-21) has participated in the term ing find they would not be able to atrend. Parent/Student (18-21) data not respond to any of the meeting find rad place. Parent/Student (18-21) data not respond to any of the meeting find rad place. Parent/Student (18-21) data not respond to any of the meeting find rad place. Parent/Student (18-21) data not respond to any of the meeting find rad place. Parent/Student (18-21) data not attend and gave permission to proceed without in the factor Student (18-21) any agree to all or some of the components of a proposed LEP. Parent/Student (18-21) may agree to all or some of the components of a proposed LEP. Parent/Student (18-21) AGREES to all components of the proposed LEP. Parent/Student (18-21) AGREES to all components of the proposed LEP. Parent/Student (18-21) AGREES to all components of the proposed LEP. Parent/Student (18-21) AGREES to all components of the proposed LEP. Parent/Student (18-21) has precify Services Specify Services Se	Parent Participati	on			X V/h
A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services. Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below: Assessment Specify Eligibility Specify Services Specify Services Specify The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP. A Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP. A Parent/Student (18-21) does wish to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, <i>A Parent's Guide to Special Education Services (Including Procedural Right and Safeguards)</i> . Parent Concerns and Comments	 Parent/Student (18-21) indicated before the n able to attend. Parent/Student (18-21) was notified 3 times of Parent/Student (18-21) did not respond to any of 1 meeting was held without the Parent/Student (18-21) did not attend and gave them if they did not attend. 	neeting that they would not be of the meeting time and place. the meeting notifications and the 21) present we permission to proceed without	Other I (PARENT) acknowledge that request (Parent IEP meeting be rescheduled.)	MR. AYALA the IEP meeting was resch initials here ONLY if the F	29-MAR-2019 eduled to this date at my
implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services. Parent/Student (18-21) AGREES to all components of the IEP. Parent/Student (18-21) AGREES or all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below: Eligibility Specify Instructional Setting Specify The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP. A parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP to which the parent and find information on dispute resolution processes in the District's publication, <i>A Parent's Guide to Special Education Services (Including Procedural Right and Safeguards).</i> Parent One Signature(s) Date Signature(s) Date Output Student age 18-21 years age 18- Signature(s) Student age 18-21 years age 18- Surget based of district facilitate parent involvement as a means of improving services and results for your child? Yes No No No Response Territy that I have received a copy of the Parent Ingree Surgeting the IEP process. I understand that my completion of the form is volunt and an be done at anytime after the IEP meeting.	Parent/S	Student (18-21) Agreement	to Components of the Pro	posed IEP	
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Signature(s) Date 2-APR-2019	✓ I certify that I have received a copy of th	e Parent Input Survey regardir			-
	Signature(s)			Date 2-A	PR-2019

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below. The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest. ALL INFORMATION IS CONFIDENTIAL

DIRECTIONS: After each statement, please place an X on the line that describes your experience with your child's IEP.

A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
5.	During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
11.	If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
14.	The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
17.	I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.			
18.	If I needed a written translation of the IEP, translation services were offered.			
19.	I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.			
	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
Β.	Regarding your child's previous IEP (if relevant):			
20.	I am satisfied that my child received the services described on the previous IEP.			
	(If your answer to this question is "No", please write concerns below.)			-
			Addition	al Comments
				e comments

Is there anything more you would like to ask us or tell us? Please write below or call the Parent Resource Network at 1-800-933-8133. Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you! NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES BUSINESS REPLY MAIL FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051 POSTAGE WILL BE PAID BY ADDRESSEE ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 613307 LOS ANGELES CA 90099-4093 ԱվովեուՄուսիվուներվելուներուՄերուՄ _____ PARENT INPUT SURVEY English -

Student AZAR LIEL		Date of Birth 01-JA	Meeting Date N-2010 Meeting Date 02-APR-2019					
Last First	MI	Date of Birth 01-3A	Nieeting Date 02-AI K-2019					
Section R: Names and Signatures (Signatures on File)								
Team Member	•	Print Name	Signature					
arent/Guardian		Sharona Azar						
arent/Guardian		Avraham Azar						
udent Age 18 - 21 years								
udent Under Age 18 years								
urrogate Parent								
oster Parent								
amily Foster Home Provider								
dministrator		Ricardo Ayala						
dministrative Designee								
pecial Education Teacher		Russell Wise						
eneral Education Teacher		Tanya George						
chool Psychologist		Cynthia Freeman						
chool Nurse		Nidhi Tomar						
elated Service Staff								
elated Service Staff								
elated Service Staff								
terpreter								
gn Language Interpreter								
gency Representative								
gency Representative								
gency Representative								
ther LAUSD Private Sc	hool Consultant	Nancy Essenpreis						
ther		Stephie Bregman						
ther Emek-Resource Sp	ecialist	Aphrodite Bakaleynik						
ther Educational Therap	pist	Beth Owen						

s Angeles Unified Scl			Reconvened Meeting Date						
Student AZAR		Date of Birth 01-JAN-20	010 Meeting Date 02-APR-2019						
Last	First M								
Section R: Names and Signatures (Signatures on File)									
Т	eam Member	Print Name	Signature						
arent/Guardian		Shereen Zurnamer							
Parent/Guardian									
tudent Age 18 - 21 years									
tudent Under Age 18 yea	ars								
Surrogate Parent									
Foster Parent									
amily Foster Home Prov	ider								
dministrator		Ricardo Ayala							
Administrative Designee									
pecial Education Teache	r	Lhana Van Lamsweerde							
General Education Teache	pr								
chool Psychologist									
School Nurse		Nidhi Tomar							
Related Service Staff									
elated Service Staff									
elated Service Staff									
nterpreter									
Sign Language Interpreter									
gency Representative									
gency Representative									
gency Representative									
ther									
Other									
ther									
ther									

T 4 1		INDIVIDUALIZED EDUC	CATION PROC	RAM (IEP)		Page 20 of 22		
Los Angeles Student	AZAR Last	EL First MI	Date of Birth	01-JAN-2010	Meeting Date	02-APR-2019		
		LEAST RESTRICTIVE EN	VIRONM	ENT ANALYSIS				
		To Be Completed By the IEP T <u>Student's Current</u>		-				
O General	Education Class/Ger	neral Education Site	• Special I	Day Program/General Ed	ducation Site			
O Special	Day Program/Specia	l Education Center	O Nonpubl	ic School				
O Home/H	Iospital or Residentia	l Care Facility						
DIRECTIO	ONS: Complete the ir	nformation below as part of the IEP team d reaches the Step th			e beginning at	Step A until the team		
Placement i setting with supports, se compelling	n a more restrictive s the use of supplement prvices, accommodation reason why they can	Education Act (IDEA) requires that stude etting should only occur if the nature or se ntary aids and services cannot be achieved ons and modifications is not the sole justif not be provided.	verity of the st satisfactorily. ication for plac	udent's disability is such The lack of current avai sement in a more restrict	h that placemen lability of a stu- tive setting, unl-	t in a less restrictive dent's required ess there is a		
Step A.	classroom/setting?	?			_			
	O Yes O No	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.						
	O Yes • No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.						
Step B.	Can the supports, special day progra	services, accommodations and/or modifica m?	ations in the stu	ident's IEP be made ava	ilable on a gene	eral education site in a		
	• Yes O No	If the answer is YES, then a special data answer is NO, go to the question below		general education site	s the appropria	te placement. If the		
	🔍 Yes 🔍 No	If not currently available, can the requi available in a special day program on a accommodations and/or modifications articulate why in the box below. Then	red supports, s general educa must be provid	tion site? If YES, all rec	quired supports,	services,		

					dividualized Education	o ()					
-		chool Dist									
Student	AZAR Last		L First	MI	Date of Birth	01-JAN-2010	Meeting Date	02-APR-2019			
	Last		riist	IVII	Dirtii		Date				
	Ι	ANNUA				ENT ANALYSIS	(Continued)				
Step C.	Can the	To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?									
~~ F ~	O Yes	O No	If the answ question b		pecial school setting is	the appropriate placem	ent. If the answe	r is NO, go to the			
	O Yes	O No	f not curre available i	ntly available, can t n a special school se	etting? If YES, all requ	services, accommodation uired supports, services, e answer is NO, please a	accommodation	s and/or modificati			
Step D.	Can the Yes Yes	supports, s	If the answ If the answ	ver is YES, then a hover is NO, go to the	ome/hospital setting is question below.	tudent's IEP be made av the appropriate placem services, accommodatic	ent.				
						uired supports, services, e answer is NO, please a					
Step E.	Can the Yes	supports, s	If not curre			tudent's IEP be made av supports, accommodatio					

	LIEL	Date of Birth 01-JAN-2010 Meeting Date 02-APR-2019				
Last	First	MI				
		Effective With this IEP	Future Changes Related to this IEP			
	As of Date:					
Eligibility:		Eligible (AUT)				
from Page 4)	Final IEP Reason Final IEP Effective Date:					
Curriculum	Timu ILI Lijeenve Duie.					
Placement	T COLL	General Education				
lacement	Type of School	District Resident School				
	Name of School	NESTLE AVE CHARTER				
nstructional Setting	Setting	Special Education				
	Program	SLD				
	Special Day Minutes/Wk	1500				
	Addresses Goals	1(Reading),2(Written Language),3(Mathematics),4(Social Skills)				
Additional Factors	Low Incident Support	None				
	Assistive Technology Support	No				
	Transportation	None				
	Extended School Year/Intersession	• Yes No				
	Parent Counseling and Training (PCT)	• Yes O No				
	ESY Transportation	School to School				
Accommodation, Modifications, Supports	Instructional Accommodations	Positive reinforcers in the classroom Visual cues/ visual schedule Adult guidance/prompts when needed Redirect to task Visual aids for new ideas or terms Preferential seating Graphic organizer for writing Break lengthy assignments into chunks Extra time on assessments				
	Instructional Modifications					
	Other Supports, including Non-Academic and Extra-curricular Activities					
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team nust discuss and locument the decision to	educational agency) agree that a reassessment is unnecessary?	Ves No				
conduct or not conduct a hree-year comprehensive reassessment.)						
		Comments, as appropriate				

Assistive Technology Equipment	
Participation in General Education	Student will participate in the general education classroom setting for recess, lunch, art, music, drama, social studies, and science, when appropriate.

	IZED EDUCATION PROGRAM (II	Page 22 of 2.
Los Angeles Unified School District	IZED EDUCATION PROGRAM (II IEP FAPE Part 2 - Su	
Student AZAR LIEL Last First MI	Date of Birth 01-JAN-	
	Effective With Thi	S IEP Future Changes Related To This IEP
Notes: Parents of students who are Medi-Cal eligible authorize LAUSD to Medi-Cal Non-Authorization to Bill form. Please see Parent's Guid Part 3 - Percentage of Time Outside	le to Special Education Services (including	
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	94	
Part 4 - Additional Discussion (This	section is optional)	
June 5th IEP was to review the recommendation of the VT assessor a (assessment plan) will be made December 2018.	and report (see attached documents). No re	commended services were made. Reassessment for VT
Assessment plan for VT (reassessment) will be generated in Decemb	per 2018, per medical recommendation (se	e attached documents)
Progress towards goals cannot be measured as IEP was not impleme	ented due to enrollment in a private school	by the parents.
Results for VT assessment have been provided to parent and teacher	for classroom implementation. (refer to he	ealth PLP)

Eligibility: Eligible (AUT) Curriculum: General Education Transportation: None Low Incident Support: None Date District Received Image: Control of the section of the sectio	os Angeles Unified Scho		t			PE Part 2		ry of Sei		
FAPE JUNCIES IN STRATEProgram: SLD $Setting:$ $Setting$			M	T	Date of 1	Birth 01-JA	AN-2010		Meeting Da	ate 02-APR-2019
Program:SLDSetting:Special EducationEligibility: $Elig: (AUT)$ $Curriculur:$ $Gen=Ietucation$ Transporter: $Non=Ietucation$ $Non=Ietucation$ $Non=Ietucation$ Date Districe Parent Signature: $Ietucation$ $Ietucation$ $Non=Ietucation$ Service CodeService DescService Applies ToInterval Applies To $Ietucation$ $Ietucation$ Interval Interval $Ietucation$ Interval Marent Service $Ietucation$ Interval Marent ServiceInterval Marent Service <td< th=""><th>Last</th><th>First</th><th>191</th><th></th><th>Summary Crid</th><th>I</th><th></th><th></th><th></th><th></th></td<>	Last	First	191		Summary Crid	I				
Transportation: None Date District Received Parent Signature: None Service Code Service Date Interval Date Frequency Date Area Total Minutes Addresses No Consent Goal(s) For IEP Team Information For IEP Team Informatio	Program:	SLD		FALL			S	pecial Ed	ducation	
Date District Received Parent Signature: Service Start Service Applies To Interval Frequency Area Total Minutes Addresses No Consent Service Desc Start Service Applies To Interval Frequency Area Total Minutes Addresses No Consent For IEP Team Information					Curriculum:			General Education		
Parent Signature: Service Start Service Mark Service Mark Service Mark Maddresses No Consent Service Desc Date Service Interval Frequency Area Total Addresses No Consent For IEP Team Information	Transportation:	None		Low Incid	Low Incident Support:					
Code Desc Date Applies To Minutes Goal(s)										
				Interval	Frequency	Area				No Consent
	By clicking this	box the IF	EP team has rev				ıre that i	t reflects		nm decisions.
	✓ By clicking this	box the IF	CP team has rev				ıre that i	t reflects		um decisions.
	By clicking this	box the IF	EP team has rev				ıre that i	t reflects		um decisions.
	By clicking this	box the IF	EP team has rev				ıre that i	t reflects		m decisions.
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	By clicking this	box the IF	EP team has rev				ıre that i	t reflects		ım decisions.